

From the Desk of: DANIEL P. COFFMAN

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Date: October 3, 2008

To: STEAC Members, Fire Officer Beta Test Committee Members & Instructors, SFT Staff

From: Dan Coffman, STEAC Member

Subject: Recommendations of STEAC Sub-committee on Online Instruction for Management 1 Management/Supervision for Company Officers Course.

At the upcoming STEAC meeting on October 17, 2008, the Members of STEAC will be asked to consider and approve the recommendations of the ad-hoc committee that was formed by STEAC to investigate the feasibility of teaching courses in the Fire Officer Series, in a distance learning\hybrid format.

Over the past two and one-half years, the ad-hoc committee has surveyed all Fire Officer Instructors, invited comment from STEAC members and other fire service professionals and met to determine which learning domains in each of the Fire Officer classes could be taught on-line.

Instructors were selected to prepare each of the classes for online\hybrid delivery, the classes were taught, the students attending these classes and the instructors were queried for feed back and the committee reconvened to prepare the report you will consider at this meeting.

The committee and report are supportive of delivering the Fire Officer classes in an on-line\hybrid format. In addition, the committee made recommendations to facilitate this concept and two that needed further consideration by STEAC. Among the recommendations needing further consideration is one that involves changing Management 1 from a hybrid to an on-line class. The Recommendation is as follows:

Items needing further consideration # 2: *The Management 1 class was taught six times during the beta test. The instructor and students have recommended the present course be taught completely online without the 8 hour in-class session required in the beta test. They feel this is a purely an academic course. The committee has some reservations about this but feel further consideration should be made.*

As a member of the Committee, on-line instructor for over a decade and instructor of Management 1, I, along with the students and several of the committee members, advocated for this change, other committee members felt that additional discussion was needed.

As with all other Fire Officer classes beta tested for on-line\hybrid instruction, permission to present learning domains on-line does not exclude an instructor from teaching any portion of the class in the classroom. My rationale for allowing Management 1 to be taught completely on-line is based on the following:

- As a long time on-line instructor and Management 1 instructor, I am confident that all learning domains in Management 1 are of a nature that can be adequately taught on-line.
- Those areas that call for concepts to be exercised, can be presented on-line and exercised through threaded discussions, web casting, BLOGs and other discussion mediums.

With 40 students and limited time to exercise these concepts, the on-line method has the added advantage of providing more time for each scenario and, unlike the classroom presented scenarios, where students can get lost, on-line scenarios require all students to participate.

- A majority of the learning domains and 7½ of the 8 hours that are currently required to be taught in the classroom are directed lecture which is conducive to on-line delivery.
- The Management 1 class was taught as a hybrid class six times during the beta test. The Students, myself as the instructor and several of the Ad-hoc committee Members feel that Management 1 feel is a purely an academic course that can be taught completely online.

While you should have already received the following documents, I have provided the course outline and a report on the feedback received from the students that took Management 1 during the Beta Test.

Should you have any questions ahead of the meeting, please feel free to contact me at dancoffman@aol.com or (949) 499-2126.

CSFTES FIRE MANAGEMENT 1 - ON-LINE\HYBRID

Management & Supervision for Company Officers

CLASS SCHEDULE				
Reading assignments will be found in the CFSTES Management 1A Student Supplement (2000) and in the IFSTA Fire & Emergency Services Company Officer (4 th edition). While not specifically assigned, students should be familiar with the terms in the Glossary. Questions from the IFSTA Book Glossary in will be asked in those Quizzes & the Final Exam related to the reading assignments below.				
Session	Topic	Time	Reading Assignment	Post Reading Quiz\Exam
UNIT # 1	Introduction			Quiz # 1
1-1	Orientation & Administration	1:00	CFSTES Unit # 1; IFSTA Chapter # 1	
5-1	Introduction to Management & Supervision (Activity 5-1-1 Scenario ½ hour)	1:30		
UNIT # 2	Supervision			Quiz # 2
2-1	Principles of Organizations & Organizational Structure	1:00	CFSTES Unit # 2; IFSTA Chapters # 3, 4, 6-8, 9 (pp 200-215) , 11, 13 (pp 295, 299-309), 14 (pp 324-327), 22 (pp 523-525), 26 (pp 603-621) <i>NOTE: Chapter 13 pp 295, 299-309, Chapter 14 pp 324-327 & Chapter 26 pp 603-621 Lectures & Quizzes will be covered in Unit # 5. Chapter 22 pp 523-525 Lecture & Quiz will be covered in Unit # 3.</i>	
2-2	Motivation	2:00		
2-3	Delegation (Activity 2-3-1 Scenario ½ hour)	1:00		
2-4	Problem Solving/Decision Making	1:30		
2-5	Verbal Communication (Activity 2-5-1 Scenario ½ hour)	2:00		
2-6	Written Communication	1:00		
2-7	Group Dynamics (Classroom)	2:00		
2-8	Managing Conflict (Classroom)	1:00		
2-9	Performance Evaluations (Classroom\Activity 2-91 Scenario ½ hour)	1:30		
2-10	Coaching, Counseling & Progressive Discipline (Classroom\Activity 2-10-1 Scenario 1 hour)	1:30		
2-11	Due Process	1:00		
2-12	Grievance Handling (Classroom)	1:00		
UNIT # 3	Management			Quiz # 3
5-3	Internal & External Influences	2:00	CFSTES Unit # 3; IFSTA Chapters # 22-23 (pp 537-558), 27	
3-1	Elements of Management (Activity 3-1-1 & 3-1-2 Scenarios ½ hour)	2:00		
3-2	Managing Change (Activity 3-2-1 & 3-2-2 Scenarios 1 hour)	1:00		
5-4	Time Management	1:30		
UNIT # 4	Leadership			Quiz # 4
4-1	Basic Views of Leadership (Activity 4-1-1 Scenario ½ hour)	1:00	CFSTES Unit # 4; IFSTA Chapter # 2	
4-2	Situational Leadership	1:00		
5-5	Leadership Qualities & Traits	1:00		
UNIT # 5	Human Relations			Quiz # 5
5-6	Managing the Workplace Environment (½ on-line, ½ classroom)	2:00	CFSTES Unit # 5; IFSTA Chapters # 5 (pp 97-114), 13, 14, 16, 26 <i>NOTE: Chapter 5 pp 97-114 Lecture & Quiz will be covered in Unit # 7</i>	
5-7	Affirmative Action, Equal Employment Opportunity, & ADA	1:30		
UNIT # 6	Safety & Wellness Programs			Quiz # 6
6-1	Safety Management (Activity 6-1-1 Scenario ½ hour)	1:30	CFSTES Unit # 6; IFSTA Chapter # 10, 32	
6-2	Stress Management & Wellness	1:00		
6-3	NFPA 1500 Standard	1:00		
UNIT # 7	Laws, Standards, & Liability			Quiz # 7
6-4	Liability of The Company Officer	1:00	CFSTES Unit # 7; IFSTA Chapter # 5	
	Quizzes On-line	2:00		
	Course Review & Certification Exam Online	1:30		
FINAL EXAM	Comprehensive Final Exam. Must be taken by 11/19, 2008		All Reading Assignments Above. CFSTES Units # 1-7; IFSTA Chapters # 1-8, 9 (pp 200-215), 10-11, 13, 14, 16, 22, 23 (pp 537-558), 26, 27, 32	Final Exam
	Mandatory 8 hour classroom sessions: Long Beach Wednesday 11/16, Santa Maria Thursday 11/17, Santa Rosa Saturday 11/19. All sessions are from 8 am – 5pm.	8:00	See Details Above.	
Be Advised! Units 2, 3 and 5 have the most reading and will have the most questions in their associated quizzes				
THANKS – ENJOYED HAVING YOU IN THE CLASS!				

ALLAN HANCOCK COLLEGE - FIRE TECHNOLOGY PROGRAM

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Chief Dan Coffman, MSPA Dcoffman@hancockcollege.edu • www.hancockcollege.edu

June 23, 2008

Chief Ronny J. Coleman, Chair
Statewide Training and Education Advisory Committee
1131 S Street
Sacramento, CA 94244

Subject: Report on the CFSTES Fire Management 1 Internet\Hybrid Beta Test.

Dear Chief Coleman and STEAC Members:

The following is the Final Report on the CFSTES Fire Management 1 classes that were taught in a Hybrid (32 hours Internet\8 hours Classroom) fashion from Allan Hancock College May 29 - June 16, 2007 and January 2 – 19, 2008. Six classes were taught with 109 total students. This class is one of the CFSTES Fire Officer classes authorized by STEAC to be Beta Tested through delivery in an Internet or Hybrid manner.

This report is based on the feedback received from students who attended the Management 1 class, comments from members of STEAC and the fire service at large and from my own observations as the course instructor.

Fire Management 1 was taught in a Hybrid fashion. Thirty two hours of instruction were conducted on the Internet from Allan Hancock College on the Blackboard Platform and an eight hour session of instruction was conducted in a classroom setting. To improve the attendance of students from throughout the state, three classroom sessions were offered for each set of classes. In the first set of classes, May 29 - June 16, 2007, classroom sessions were held in Burlingame, hosted by the Central County Fire District, at Allan Hancock College in Santa Maria and in Long Beach, hosted by the Long Beach Fire Department. In the second set of classes, January 2 – 19, 2008, classroom sessions were held in Long Beach, hosted by the Long Beach Fire Department, in Santa Maria at Allan Hancock College, and in Santa Rosa, hosted by the Santa Rosa Fire Department.

For greater understanding on how the class was conducted, the material covered and assessment process, the Course Syllabus for the first set of classes is included in this report starting on Page # 23. Except for the differences in dates and location, the Syllabus for the second set of classes is identical to the first.

The feedback received from students is drawn from a comprehensive questionnaire that includes the standard post course survey provided by State Fire Training, general questions on the delivery of Fire Officer classes on the internet and specifically related to this Fire Management 1 class. The questionnaires with all the findings and comments for both set of classes are included in this report starting on Page # 6.

The Demographics

One-hundred and nine students participated in the online coursework, attended the mandatory 8 hour classroom session and took the post course exam, all of these students passed the course exam, passed the course and earned 2 units of college credit. All except two of these students were employed by a fire department, the others, a Building official from Arroyo Grande who is seeking to move into fire prevention and a Paramedic that works for American Ambulance Company in Fresno who plans to move into the fire service.

Twenty-seven students came from Northern California, thirty from the Central California and fifty-two from Southern California. Students came from twenty-seven counties and sixty-two fire departments, one building department and one ambulance company. A matrix is provided below.

Among those that responded, students included all the ranks from Volunteer\Reserve Firefighter to Fire Chief\Paramedic, a Building Official and private ambulance Paramedic. Their average age was just over 33 years with 9 years of experience. Twenty-seven students had some college, twenty-three had Associate's Degrees, Twenty-one had Bachelor's Degrees and three had a graduate degree.

The Observations and Recommendations

From my perspective, for the first time out, these classes went very well requiring very little change in the future. Generally the comments were favorable regarding the CFSTES program and this class. On those questions specific to the online and hybrid classes, the feedback was positive and supportive of the online delivery of the Fire Officer classes.

Respondents want more classes offered on-line and plan to attend the others offered. For Example, most of the classes filled immediately and had a waiting list.

Relative to the Management 1 class, a majority of the respondents were positive about the coursework, including the Goals Paper, Management Scenarios, quizzes and prefer taking the course completion exam on-line. While there were some technical problems with the Discussion Board requiring that they be presented in the classroom, they thought the class could be taught completely on-line, that the IFSTA Fire and Emergency Services Officer 4th edition book should be used exclusively and that the CFSTES Student Manual be eliminated. This class was officially three weeks long. Students on average preferred that it be four weeks. For additional perspective refer to the Questionnaire\Answers from all student respondents below.

Respectfully Submitted;



Dan Coffman, Professor
Fire Technology Program

Fire Department\County Represented for all Classes

Hayward	Alameda	Roseville FD	Placer
Newark	Alameda	Portola Vol. FD; Eastern Plumas Healthcare Amb.	Plumas
Oakland	Alameda	Riverside City FD	Riverside
Contra Costa County	Contra Costa	Riverside City FD	Riverside
Rodeo-Hercules FPD	Contra Costa	Sacramento Co. Dept. of Airports FD	Sacramento
American Amb. Fresno	Fresno	Sacramento Metro	Sacramento
Eureka FD	Humbolt	29 Palms	San Bernardino
Eureka FD	Humbolt	San Bernardino Co. FD	San Bernardino
Humboldt FPD # 1	Humbolt	San Bernardino Co. FD	San Bernardino
Humboldt FPD # 1	Humbolt	San Bernardino Co. FD	San Bernardino
Bakersfield	Kern	Cal Fire San Diego	San Diego
Lake Co. FPD	Lake	Escondido	San Diego
Avalon FD	Los Angeles	Escondido	San Diego
Burbank	Los Angeles	La Mesa	San Diego
Compton	Los Angeles	Lakeside FD	San Diego
El Segundo	Los Angeles	Lakeside FPD	San Diego
El Segundo	Los Angeles	Rancho Santa Fe	San Diego
Glendale	Los Angeles	San Diego Fire & Rescue	San Diego
Glendale	Los Angeles	San Diego Fire & Rescue	San Diego
Glendale	Los Angeles	San Diego Fire & Rescue	San Diego
Glendale	Los Angeles	Santee FD	San Diego
Glendale	Los Angeles	Santee FD	San Diego
Long Beach	Los Angeles	San Francisco	San Francisco
Long Beach	Los Angeles	San Francisco	San Francisco
Long Beach	Los Angeles	San Francisco Presidio	San Francisco
Los Angeles County	Los Angeles	San Francisco Presidio	San Francisco
Los Angeles County	Los Angeles	Linden-Peters	San Joaquin
Los Angeles County	Los Angeles	Arroyo Grande	San Luis Obispo
Monterey Park	Los Angeles	Arroyo Grande	San Luis Obispo
Monterey Park	Los Angeles	Arroyo Grande Bldg. Dept.	San Luis Obispo
Monterey Park	Los Angeles	Atascadero FD	San Luis Obispo
Pasadena FD	Los Angeles	Atascadero FD	San Luis Obispo
So. Pasadena FD	Los Angeles	Cal Fire SLO County FD	San Luis Obispo
So. Pasadena FD	Los Angeles	Diablo Canyon (Private)	San Luis Obispo
So. Pasadena FD	Los Angeles	San Luis Obispo City	San Luis Obispo
Ross Valley FD	Marin	Central County	San Mateo
Dos Palos Vol. FD	Merced	Central County	San Mateo
Gonzales Vol. FD	Monterey	Carpenteria	Santa Barbara
Presidio of Monterey FD	Monterey	Guadalupe	Santa Barbara
Grass Valley City	Nevada	Montecito FD	Santa Barbara
Brea FD	Orange	Montecito Fire District	Santa Barbara
Brea FD	Orange	Santa Barbara City	Santa Barbara
Brea FD	Orange	Santa Barbara City	Santa Barbara
Costa Mesa FD	Orange	Santa Barbara City	Santa Barbara
Costa Mesa FD	Orange	Santa Barbara City	Santa Barbara
Orange County Fire Authority	Orange	Santa Barbara Co. FD	Santa Barbara
Orange County Fire Authority	Orange	Santa Barbara County	Santa Barbara
Orange County Fire Authority	Orange	Santa Barbara County	Santa Barbara
Orange County Fire Authority	Orange	Vandenberg AFB	Santa Barbara
HPenryn FPD\Forest Hill FPD	Placer	Cal Fire	Santa Cruz
Roseville FD	Placer	Santa Rosa FD	Sonoma
Roseville FD	Placer	Ceres Emergency Svcs.	Stanislaus
Roseville FD	Placer	Oxnard FD	Ventura
Roseville FD	Placer	Oxnard FD	Ventura
Roseville FD	Placer		

SURVEY ANSWERS 1ST SET OF CLASSES
(May 29 – June 16, 2007)

State Training & Education Advisory Committee
2007\2008 Beta Test Delivery of CFSTES Fire Officer Courses by Internet\Hybrid Method

COURSE EVALUATION

PO Box 944246
Sacramento, CA 94244-2460

Course Title	Fire Management 1	Primary Instructor	Dan Coffman	Asst. Instructors	None	Course Dates	May 29 – June 16, 2007			
Student Name	(Optional)	Student Address (City)\State\Zip Code)				Telephone\E-Mail				
Course Location	32 hours Online & one 8 hour session each in Burlingame, Santa Maria & Long Beach, CA									
Fire Department	Long Beach Fire Dept. Linden-Peters Escondido - 2 Grass Valley City Santa Barbara City -2 Presidio San Francisco Glendale -2 Santa Barbara County El Segundo -2 San Diego Arroyo Grande - 2 Gonzales Oakland 29 Palms Rancho Santa Fe Burbank Sacramento\Metro Central County Fire Department Contra Costa County Compton Hayward San Francisco			County:		Los Angeles - 7 San Joaquin San Diego - 4 Nevada Santa Barbara - 3 San Francisco - 2 San Luis Obispo - 2 Monterey Alameda - 2 San Bernardino Sacramento San Mateo Contra Costa County				
Rank	Reserve Firefighter Firefighter -2 FFPM – 10 FF\Engineer Engineer – 5 Engineer\PM Captain - 2 ? , ? , ? Building Official	Age:	Average 749÷21=35.667 39, 27, 46, 36, 49, 30, 26, 30, 48, 31, 50, 38, 27, 29, 38, 35, 42, 30, 31, 35, 32, ?, ?, ?, ?, ? ?	Years of Experience:		Average 222÷21=10.57 9, 11, 17, 19, 10, 8, 1.5, 10, 18, 10, 18, 17, 8, 6, 2, 4.5, 14, 7, 2, 8, 12, ?, ?, ?, ?, ?				
Highest Education	HS Diploma\GED No Response 4		Some College	6	AS	8	BS	8	Grad. Degree	1

Course Evaluation\General Questions

1.	Why did you attend this course?	
	Comments	<ul style="list-style-type: none"> The convenience of completing an Officer Class on my time. Part of the requirements for promotion and to obtain my Fire Officer I cert. Working on Company Officer Cert To complete State Fire Officer to improve skills and promotability Complete CSFM Fire Officer, general knowledge Continuing education Company officer cert Step 1 towards Fire Officer Cert. Complete Fire Officer Hopes to become State certified Fire Marshal Promotion Because of the ability to complete most of the course on line Advancement opportunities

		<ul style="list-style-type: none">• Fire officer cert.• Requirements for promotion• For education and career advancement• Acting as a company officer on a patrol; enhance career prospects• To obtain Fire Officer Certificate and improve skills in a managerial role.• Career advancement / Company officer Certification• Lack of time made taking the course online the best way• Require Class for Officer Cert and promotion to captain.• Fire Officer Certification• For fire officer cert• Advance toward the promotion• Fire Officer Cert• Ongoing Education					
2.	What information was most useful?						
	Comments	<ul style="list-style-type: none">• Generally all the information was useful.• Managing Employees• Management styles• Entire course• How to manage and lead a crew• In-class discussion of scenarios• Management of difficult employee• The course content• Scenarios• How to deal with personnel issues• Interpersonal communication• The updated IFSTA book was excellent with good references / exercises through the class.• Leadership Tools• Lack of time made taking the course online the best way• Different law and procedures.• Personnel Info• Leadership & Ethics, Decision Making					
3.	Were printed materials	Well organized?	Yes	26	No	1	
		Complete?	Yes	25	No	2	
		Accurate & relevant?	Yes	23	No	4	
		Readable (well printed)?	Yes	27	No		
	Comments	<ul style="list-style-type: none">• I think the State material is dated.• No advice.• IFSTA Material was excellent – CFTES material unnecessary, redundant, and out of date.• Excellent format for the class. Seemed like a lot of quiz work but I thought it was a great class.• Although the state handbook was complete the material as outdated and not useful. In the future the IFSTA manual is the only material that was needed• Inconsistent text edition & class paperwork• I thought the instructor notes and instructions were very good. I also thought the course book was very well written.• Excellent textbook• IFSTA book is excellent. Supplement was not that relevant.• The current student manual is out of date					
4.	Were audiovisual Materials	Related to the course?	Yes	27	No		
		Of good quality?	Yes	27	No		
		In appropriate number (too few, too many)?	Yes	27	No		
		Easy to see?	Yes	27	No		
	Comments	<ul style="list-style-type: none">• No advice.• Easy to navigate PowerPoint					
5.	Did the instructor	Relate the material to class needs?	Yes	27	No		
		Know the subject thoroughly? No Response 1	Yes	26	No		
		Encourage student participation? No Response 1	Yes	26	No		
		Make course requirements & objectives clear?	Yes	25	No	2	
		Answer all questions completely?	Yes	27	No		
		Use course text effectively?	Yes	27	No		
		Tolerate differences of opinion?	Yes	27	No		

		Review proper scantron procedures? No Response 6	Yes	20	No	1
		Teach to the test? No Response 3	Yes	14	No	10
	Comments	<ul style="list-style-type: none">I don't think it is possible to not be specific and clear when it is given via internet.The quizzes were definitely relevant to the Final Exam. The numerous quizzes were a hassle at first but it was obvious that they were needed to keep students responsible for the reading assignments and also give the students an idea of what information would be important to the test.Notify students in advance that the quizzes & final only have a total time and that they do not time out for individual Questions.No need, all adult learners with good participationExcellent instructorAn online discussion board would have been a better way to have participation from all students in a mostly online classThe instructor was very knowledgeable and articulate. I do believe he was inundated with email from all the students. I very heavy workload for one person with so many students spread over a wide area.N/A online course				
6.	Did the classroom	Provide a comfortable environment? No Response 1	Yes	26	No	
		Include a manageable number of students No Response 1	Yes	26	No	
		Contain a minimum number of distractions? No Response 1	Yes	26	No	
	Comments	<ul style="list-style-type: none">The Long Beach facility was excellent.Thanks to LBFD for supplying the facility.No classroom time necessary for this courseDue to schedule conflicts, I went to the Long Beach facility. This was an excellent classroom environment in every way. I do not believe the 8 hour classroom is necessary for this course. As the instructor mentioned, an online discussion link would have worked just as well.N/A online courseThe in class session was more than adequate.				
7.	Did the course	Contain enough activities?	Yes	27	No	
		Were the activities useful?	Yes	26	No	1
		Allow enough time for the workload?	Yes	23	No	4
		Cover the right amount of material?	Yes	27	No	
		Contribute to my knowledge & skills?	Yes	27	No	
		Relate to my needs?	Yes	27	No	
Comments	<ul style="list-style-type: none">There was some talk about the length of the course being too short. I felt it kept me motivated and also kept the information fresh in my head. I didn't allow for any procrastinating. The written paper assignments made me think about the concepts discussed in the course. I feel that doing it online created a need for these papers and at the same time the papers were better because all students had to participate. I have seen students sit in the background of other Fire Officer classes and not participate. In this class participation was validated through turning in the written assignments.Scenarios where repetitive and lengthyI Have taken many online courses and this was a hard course. Good time line, maybe a bit short. I would really like to see all Company Officer classes online like this. This is a great step toward the future. Thanks for your hard work and thanks for making the fire service more professional and progressive than ever. Excellent work.Very good case studiesI believe the classroom portion could have been done on a discussion board online. I don't feel that there is a need for the classroom portion of this class. I think the entire class can be presented onlineTest was conducted on line. The eight hours in the classroom was adequate.Sometimes I felt the course covered a lot of material for a 40 hour class. The course gives a very good overview for future management classes.Excellent course and instruction; I learned a lot of really practical thingsCompleting the class in three weeks was difficult					
8.	How could the printed & audiovisual materials be improved?					
	Comments	<ul style="list-style-type: none">I feel it needs to be updated and perhaps condensed.No advice.Eliminate CFSTES material & stick with IFSTA.I think the old student manual was a distraction.N/AThey were fine.Very GoodSatisfactoryNo improvement neededI understand that the syllabus defined the correct texts, but the State supplied materials referenced a different edition.				

		<ul style="list-style-type: none">• A/V was excellent• No improvement necessary, the book is very good.• Don't use the CDF textbook. It is out-of-date and nowhere near as good as the IFSTA text.• The online format was useful in forcing the student to use the textbook and research the topics. It was much more helpful than simply listening to a teacher talk.• More relevant to class• IFSTA Manual is sufficient. No additional manual is needed								
9.	How could the course content or structure be improved?									
	Comments	<ul style="list-style-type: none">• I feel course content was appropriate.• No advice.• Do not need classroom portion. Post web blogs for discussion items. Take a sampling of the most interesting scenario responses and post them for comments.• Reading materials more pertinent to the class• Give the students more time.• No class time• The course needed to be a week longer.• More group work in class section• Satisfactory• Discussion board is key to student interaction. With an operational discussion board a in class session is not necessary• I believe the classroom portion could have been done on a discussion board online. I don't feel that there is a need for the classroom portion of this class. I think the entire class can be presented online• Drop the 8 hour classroom requirement.• An all online class would be preferred, along with Blackboard style discussion boards.• Do less busy quiz work and do more real life scenarios that you will be faced with as a company officer.• More lead-up time to read the textbook thoroughly.• Improve and continue the web-based format. For several of the CO classes, the web based format is better in that it forces the student to find answers, not just given to them.• Provide a discussion board to increase class interaction• In class day could be more focused.• No class room needed for this course								
10.	How could the instructor improve the class delivery?									
	Comments	<ul style="list-style-type: none">• I felt the instructor did well with delivery and made himself very accessible.• No advice.• The problem areas were related to this being the first class of it's kind and will smooth out the next time it occurs. Considering the time frame he had to make it happen I don't think it could have been improved upon.• No• I know it was the first time giving the class but the classroom portion seemed a little unorganized.• All online, bulletin board• I don't feel the class time was necessary.• Discussion board should have been operational• No improvement needed• Great instructor• No improvement necessary, the instructor is very good.• Do more scenarios.• Class offered over a semester type time frame will help it be more manageable. All else was great.• I am aware the instructor had many E-mails to respond to, However there were times I did not get replies for questions for several days, this made completing some assignments within the allotted time difficult with my work schedule• Good delivery• Eliminate class room section, or give scenarios only during class.• Great Job								
11.	How would you rate this course? No Response 1		Excellent	13	Good	13	Fair		Needs Improvement	
	Comments	<ul style="list-style-type: none">• It was hard but not impossible. I learned a great deal about Managing Firefighters and Fire scenes.• Very good• It was to short to cover the amount of material.• Excellent course overall.								
12.	How would you rate the Primary Instructor? No Response 1		Excellent	22	Good	4	Fair		Needs Improvement	
	Comments	<ul style="list-style-type: none">• He answered all of my email questions in a timely matter.								

		<ul style="list-style-type: none"> Excellent course overall. Committed to educate in Class 								
13.	How many hours did the Primary Instructor teach?	<table border="1"> <tr> <td>8x20</td> <td rowspan="5">Hours</td> </tr> <tr><td>8+</td></tr> <tr><td>40x2</td></tr> <tr><td>40+</td></tr> <tr><td>?x3</td></tr> </table>	8x20	Hours	8+	40x2	40+	?x3		
8x20	Hours									
8+										
40x2										
40+										
?x3										
	Comments	<ul style="list-style-type: none"> 8 hours in classroom. Uncertain how much time he spent total – had to be hundreds! 8 in class hours X 2 								
Questions on the Beta Test Delivery of the Fire Officer Courses by Internet\Hybrid Method										
14.	Have you ever taken an Internet\Hybrid Class?	<table border="1"> <tr> <td>Yes</td> <td>10</td> <td>No</td> <td>17</td> </tr> </table>	Yes	10	No	17				
Yes	10	No	17							
	Comments									
15.	How would you rate the Internet\Hybrid delivery of the Fire Officer courses?	<table border="1"> <tr> <td>Excellent Idea</td> <td>26</td> <td>Good Idea</td> <td>1</td> <td>Fair Idea</td> <td></td> <td>Not Appropriate</td> <td></td> </tr> </table>	Excellent Idea	26	Good Idea	1	Fair Idea		Not Appropriate	
Excellent Idea	26	Good Idea	1	Fair Idea		Not Appropriate				
	Comments	<ul style="list-style-type: none"> This method of delivery should have been offered a long time ago. Need more of these classes More classes online or hybrid will increase the number of people that are able to further their fire service education Needs to be better organized since the class was only 3 weeks. This is great, we need more classes like this This type of class fits well with my schedule. I hope they continue. It is a great option for us. It is more practical for most of the classes and allows research and reading of the material. Most in-class Fire Officer classes have been rather unproductive in my experience. I learned a great deal more in this class Very convenient 								
16.	How would you rate the Internet\Hybrid delivery of this course?	<table border="1"> <tr> <td>Excellent</td> <td>14</td> <td>Good</td> <td>11</td> <td>Fair</td> <td>1</td> <td>Needs Improvement</td> <td>1</td> </tr> </table>	Excellent	14	Good	11	Fair	1	Needs Improvement	1
Excellent	14	Good	11	Fair	1	Needs Improvement	1			
	Comments	<ul style="list-style-type: none"> For the first time it was excellent, but I could see it getting better. It would have been nice to have the in class session earlier in the schedule. I was done with the entire class before we met for class so it did not foster a good training environment. No class time needed for THIS course The classroom session while informative, was not necessary for this particular course. Should be all on line Again it is a great format for many, esp. those who are motivated and can learn the material that is applicable to them and skim over the material they already know or need to review. 								
17.	How could the Internet\Hybrid delivery of this course be improved?									
	Comments	<ul style="list-style-type: none"> This Officer class was just as good as any traditional "in-class" Officer class that I have taken. No advice. Eliminate classroom portion. Could be done entirely online with a group discussion at one time to cover scenarios More time allowed for the class. Allow the students to take as long as they want for quizzes. Locking the quizzes out for taking too long prevented the students from taking them at work and made the class much harder. No class Use on-line discussion Satisfactory No improvement needed As stated in 15 above, simply better organization & timing Completely online, no classroom Via a discussion thread for the scenarios and other classroom activities. Use of discussion board and fewer quizzes. All on line Discussion board would be helpful for future classes. Continue to offer classes with motivated teachers that provide the right format. Professor Coffman's course was an excellent baseline for these classes. Quicker response from instructor on e-mail questions Provide discussion board for more interaction I think the class could be 100% online. Interaction and questions could be done online rather than in the class room. No class room, or class only for scenarios The amount of time given to complete this class should be extended. At times, I was reading simply to remember items for the test rather than trying to commit them to memory to be used in my job. 								

		• Better Communication between student and teacher (slow Response)								
18.	How would you rate the Goals Paper Assignment?	Excellent Idea	10	Good Idea	16	Fair Idea	1	Need Changes		
	Comments	<ul style="list-style-type: none">• I think you need two examples: One from an individual not yet in the fire service and one from an established firefighter.• It is good to write down your professional and personal goals. It gives you a sense of worth and also helps you to be a better employee and family member.• I didn't like it at first but it did get me thinking and organizing my path to promotions and how high I want to go in the system.• Gives the instructor an understanding of the individual students background and needs• Due to the shortness of the class this needs to be rethought• A good introduction idea and to put goals onto paper.• It gets you to actually map out and plan your career goals.• Good tool for online course work• Makes you sit down and go over your future								
19.	How would you rate the Quizzes?	Excellent Idea	13	Good Idea	12	Fair Idea	1	Need Changes	1	
	Comments	<ul style="list-style-type: none">• Appropriate, some info seemed fairly unimportant.• Made you stay on top of the course material.• You need to get rid of the time limit to the quizzes. This class would have been much easier, time wise, if we could have taken the quizzes while on duty.• Like the multiple short quizzes• Maybe too many• No improvement needed• Small errors with the answers• With so much material I did like quizzes after every chapter. The quizzes reinforced the material.• I found wrong answers for questions and no good way to relay that problem.• Too many. Should spend more time on scenarios.• At times a bit many questions but maybe due to the short class period.• Good tool for online course work• Quizzes were challenging and relevant.• Preferred not to be timed								
20.	How would you rate the Scenarios?	Excellent Idea	16	Good Idea	10	Fair Idea	1	Need Changes		
	Comments	<ul style="list-style-type: none">• The exercise made one apply the course material.• AS I stated earlier they made you think about and use the Managerial tools taught in the class. They also made students accountable for their work.• I think the scenarios would have been more useful if we used the classroom portion to work them out together.• Repetitive and lengthy• No improvement needed• This is the type of situations a lot of new fire officers will be walking into. The scenarios made you think on what to do and how to handle yourself in a professional manner.• Seemed like the scenarios kept feeding into same answers it would be better for scenarios as you go on to make it more reasonable.• Allows you to apply practical knowledge to the research• Better tool when discussed in class session• Use more as a discussion than a paper								
21.	Regarding the Scenarios, what format do you feel would meet the requirements of this assignment? No Response 1	Classroom	7	Internet	13	Internet\nIn Class	6			
	Comments	<ul style="list-style-type: none">• I liked the way it was done.• No improvement needed. After the scenarios are turned in and graded it would an excellent learning point if there was a forum on the blackboard where students could view the way other students approached the scenarios. This forum would be voluntary and read only.• An online thread would work to discuss the scenarios.• They can be a learning experience both over the internet and in the classroom.• The internet would be more than practical for these scenarios. The classroom setting was okay but I feel it could have been managed more effectively through an online discussion. I have found that I am more engaged when I'm able to contribute my thoughts in my own environment, setting and free time• Better forum to get broad perspective on issues and challenges for supervisors• Student interaction is the most important part of the Scenarios								
22.	How do you feel the Final\Certification Exam should be given?	Classroom		Internet	23	Internet\nIn Class	4			

	Comments	<ul style="list-style-type: none">• I think it may be a good idea to offer an option.• Either one would be fine but it would be nice to have the classroom portion before the final was due.• All online• No improvement needed• The current online method I thought worked well.• It is great taking the test from home when you are ready for it.• Online is just as well and more convenient for the student allowing more time on the material than driving, etc.• Internet was fine / classroom would have been ok too							
23.	Do you feel the Management 1 Student Supplement should be used in this class? No Response 2					Yes	10	No	15
	Comments	<ul style="list-style-type: none">• It felt dated and incomplete.• It lacked a lot of information that was in the text.• Redundant & out of date. Not needed at all for the quizzes of final.• I printed it out and tried to use it but it related to the old edition that the class wasn't even using.• Although I did not use it, it should be available• Although the state handbook was complete the material as outdated and not useful.• Yes, If current• It was unnecessary• The Textbook has so much information; a supplement would be too much information.• After reading this I felt that I didn't use it at all• It was not very applicable to this course. There is already more than enough information with the textbook that is excellent. It seems that if you throw too much information / books with unreasonable reading assignments that you are more likely to read less.• Unknown I was not able to acquire it• The IFSTA book provides newer and better info• I am not sure what you mean by "Supplement."• I think that there was some good information, but that it was not laid out as well as the IFSTA book.							
24.	Do you feel the IFSTA Fire & Emergency Services Company Officer (4 th ed.) should be used in this class?					Yes	25	No	2
	Comments	<ul style="list-style-type: none">• It still seems to be too much information.• Having taken psychology and management classes in college, I felt that the information was very similar. This text discussed many higher educational topics and theories.• Excellent and up to date textbook. Additionally this will be the main reference source for most of our fire departments Captain's exam.• Let's stay as current as possible with the material.• Again, I did not use this book either• No improvement needed• Yes, I thought this book was well written.• Excellent update.• Provided a good general concept of company officer skills and knowledge• Great Book							
25.	This class is currently required to deliver 8 hours of instruction (scenarios) in the classroom. Do you think these scenarios should remain in the classroom?					Yes	12	No	15
	Comments	This class could be taught 100% online							
26.	Using the course matrix in the Syllabus, are there any of the sections that were taught on-line, that you think should be taught in the classroom? No Response 6					Yes	2	No	19
	Comments	<ul style="list-style-type: none">• If the class is required to type them all out and do the research for the scenarios before class it doesn't do a whole lot to do them again in class. The scenarios were good but have them either all internet or all classroom.• Discussion board• Classroom discussion is always the best, but for this management overview class online would have worked just fine.• I thought the 8 hr class was a joke and frankly a waste of my time. This 8 hr session was not very well thought out and was really only 2 hours of management class and the rest of what the state was doing. I had already spent 40 hours at least on this class were normally I spend 25 at most. I don't mind the 40 hours I mind the wasting of my time which was done for eight hours of this class.• I have taken several online classes for the Fire Technology series and have found it to be convenient, informative and more conducive to learning. It forces me to be engaged where many of the classroom settings are boring, un-engaging and merely a to do list for many of the fireman. I do believe some classes are better in person (i.e. Command) where going over live scenarios with immediate feedback is important. I think many of the other classes can be taught as effectively or more effectively online.• The class room session was the ideal place to discuss the scenarios, It was helpful to hear many perspectives on the various issues covered							

27.	When this class is taught in an Internet\Hybrid fashion in the future, how many weeks should the class be?	2x3=6 2-3=2.5 3x4=12 3-5=4 4x7=28 5x2=10 6x2=12 6-8=7 7.5=7.5 8x4=32 16=16	Weeks Average 5.074 weeks (137÷27)
	Comments	<ul style="list-style-type: none">Two weeks was fine. I did ninety percent of the work in the last week which worked well for the final.I found I had plenty of time to complete with work and a toddler2 weeks would have covered it for me now that I am prepared. That's the key; students need to be ready to go from day one.A little more time to cover all the course requirementsWith enough lead-up time I think the actual 3 week period is enough.Semester long. The three week course was too short and was difficult, considering most of us are career firefighters with families, etc.With a tight work schedule it is helpful to get prompt replies on e-mail questions from the instructorMore time for the tests would have been helpful.Time line seemed short.	
28.	What other issues do you want to see addressed to improve this class?		
	Comments	<ul style="list-style-type: none">This form of classroom delivery and convenience is long overdue. The California Fire Officer Classes lend themselves perfectly for this method of delivery.The convenience afforded to the working firefighter who is looking to obtain his Fire Officer Certificate is what makes it most appealing.Ultimately, these classes should be offered on a basis where someone can just take them at anytime and at any reasonable pace.None.I think the questions covered them all. Thanks to CFSTES, Alan Hancock college, and Dan Coffman for having the courage and fortitude to make this happen. With my life situation (disabled kid, wife that works) the traditional format will not work for me. I believe also that this format forces you to learn the material better as you are not spoon-fed unlike most traditional fire service classes. Also when you have been in this business 17 years the war stories become fatiguing – this format minimizes your exposure to these. I look forward to additional on-line classes and completing my state fire officer certification. Thanks again!With my schedule this type of class worked very well. I am unable to take a week off to attend a class like this. The internet option keeps my fire service education options open. I hope they keep going; otherwise my fire service education will stagnate.Make it clear from the get go what the expectations are.It is a great option to take these courses online. You actually might learn more.A good map to show the location of the classroom.I would like to see more online classes for all the Fire Officer Classes. Professor Coffman has made it an updated and applicable class. The Fire Officer classes need to be present with the times. The flexibility of the online factor will allow more people to take these classes of whom already have busy lives and will get more out of them.I am hopeful to see the entire Company Officer curriculum offered in this format , it is very convenient for the working studentMore variety on the scenarios.Quicker feedback via e-mailClarification of Scenarios	
Your comments on this course, & the Internet\Hybrid delivery of the CFSTES courses generally, will significantly contribute to the future delivery of this course & the CFSTES courses. Your evaluation & comments will be included in my report to the California Statewide Training & Education Advisory Committee. While your name & contact information is helpful for follow-up purposes, except for specific permission granted above or quotes, with your specific permission, your name & contact information will remain confidential. THANK YOU FOR YOUR INPUT!			

SURVEY ANSWERS 2nd SET OF CLASSES
(January 2-19, 2008)

State Training & Education Advisory Committee
2007\2008 Beta Test Delivery of CFSTES Fire Officer Courses by Internet\Hybrid Method

COURSE EVALUATION

PO Box 944246
Sacramento, CA 94244-2460

Course Title	Fire Management 1	Primary Instructor	Dan Coffman	Asst. Instructors	None	Course Dates	January 2-19, 2008
Student Name	(Optional)	Student Address (City\State\Zip Code)				Telephone\E-Mail	
Course Location	32 hours Online & one 8 hour session each in Long Beach, Santa Maria & Santa Rosa, CA						
Fire Department	HPenryn FPD\Foresthill FPD American Amb. Fresno Atascadero FD X 2 Avalon FD Brea FD X 3 Cal Fire Cal Fire SLO County FD Ceres Emergency Services Costa Mesa X 2 Eureka FD X 2 Humboldt FPD # 1 X 2 La Mesa LACoFD X 2 Lake Co. FPD Lakeside FPD X 2 Montecito FPD X 2 Newark OCFA X 4 Oxnard FD X 2 Pasadena FD Portola Vol. FD\Eastern Plumas Healthcare Amb. Presidio of Monterey FD Riverside City FD X 2 Rodeo-Hercules FPD Roseville FD X 2 Ross Valley FD Sacramento Co. Dept. of Airports FD San Bernardino Co. FD X 3 San Diego Fire & Rescue Santa Barbara Co. FD Santa Rosa FD Santee FD X 2 So. Pasadena FD X 3			County:	Alameda Contra Costa Fresno Humbolt X 4 Lake Los Angeles X 7 Marin Monterey Orange X 9 Placer X 8 Plumas Riverside X 2 Sacramento San Bernardino X 3 San Diego X 6 San Luis Obispo X 3 Santa Barbara X 3 Santa Cruz Stanislaus Ventura X 2		
Rank	Firefighter X 12 FF\PM X 19 AO\Firefighter FF\Engineer Engineer X 15 Engineer\PM X 5 Captain X 2 Fire Chief\PM Civilian Paramedic	Age:	Average 1505÷47= 32.02 23, 24, 24, 25, 25, 26, 26, 27, 28, 28, 28, 28, 28, 28, 29, 29, 29, 30, 30, 30, 30, 31, 31, 32, 32, 32, 32, 32, 33, 33, 33, 33, 34, 34, 34, 36, 36, 37, 37, 38, 38, 38, 40, 40, 41, 46, 47, ?, ?	Years of Experience:	Average 404÷48= 8.416 1, 2, 2, 2, 2, 3, 3, 3, 4, 4, 4, 4, 5, 5, 5, 5, 6, 6, 6, 6, 6, 6, 6, 6, 7, 7, 8, 8, 10, 10, 10, 10, 10, 10, 10, 11, 12, 12, 12, 12, 13, 14, 14, 14, 17, 21, 23, 27, ?, ?, ?, ?, ?, ?, ?, ?		

			?, ?, ?, ?, ?, ?, ?							
Highest Education No Response 10	HS Diploma\GED	0	Some College	17	AS	15	BS	13	Grad. Degree	2
Course Evaluation\General Questions										
1.	Why did you attend this course?									
	Comments	<ul style="list-style-type: none"> To obtain my fire officer certification x 28 Promotional opportunities x 10 Finish officer cert.- continuing education Professional development Better self as FF, understand administrative side & promotion Long Beach, CA and online format To improve my General knowledge Personal and professional growth Career Development – part of Fire Officer Series For fire officer cert and convenience of online format Completion of an Associate's Degree To gain further training for promoting and bettering myself Fire Officer Cert./Promotion To fulfill the requirement for the Fire Officer Cert, and to rank higher on a promotional list. Department Requirement and Self Interest Easier to fit in y schedule Convenience of online course, to earn fire officer certificate 								
2.	What information was most useful?									
	Comments	<ul style="list-style-type: none"> Yes x 5 Leadership x 4 Scenarios x 8 Group dynamics x 2 Reviewing scenarios and progressive discipline Management Principles The text was better than anticipated None x 2 The management and group dynamic techniques. Sorry, I didn't make or keep a copy. I can tell you that besides giving the class overall outstanding marks I did indicate that I thought that the in class session could be addressed on line making the entire class an internet only class. I also indicated that I thought that the class should be about 3 weeks long (I felt a bit rushed with working and life in general- there is allot of reading if you honestly try to read 100% of every chapter addressed before taking the quizzes). I hope it was O.K. to mail in the survey like it said. Obviously you want a copy, the only reason I mailed it was because I couldn't figure out how to return it to you electronically, still trying to learn the whole computer thing. Carl Chiodo Power point Management/ leadership styles The different scenarios and how everyone answered them. Whole class was productive Labor Information and Budget Information Scenarios and information application Past experience and example leadership Leadership, labor relations, HR Law Real Life Experiences and Knowledge There were pieces of information from all portions of the class that I have or will find useful-mostly from lecture and the book IFSTA Manual Definitions of various terms Coach/Counseling format All info was useful Yes, I learned more than I thought I would Most of the power points Counseling and disciplining Discipline techniques 								

		<ul style="list-style-type: none">Needs modeling from text					
3.	Were printed materials	Well organized? No Response 1	Yes	54	No	0	
		Complete? No Response 1	Yes	54	No	0	
		Accurate & relevant? No Response 1	Yes	53	No	1	
		Readable (well printed)? No Response 1	Yes	53	No	1	
	Comments	<ul style="list-style-type: none">Power point were geared toward a lecture not online4th ed. Test, had 3rd ed. printed materialIFSTA Textbook was used. The other material was in soft copyThe new IFSTA Company Officer Manual, (4th) is awesome.Professor Coffman's real world experience is invaluable in the pursuit of a career as a firefighterI would be nice for the college to carry the books that are taught out of.The printed materials were fine for the classroom, though the classroom session wasn't needed.I had trouble getting the book before the course started.					
4.	Were audiovisual Materials	Related to the course? No Response 2	Yes	50	No	3	
		Of good quality? No Response 2	Yes	50	No	3	
		An appropriate number (too few, too many)? No Response 5	Yes	49	No	1	
		Easy to see? No Response 3	Yes	51	No	1	
Comments	<ul style="list-style-type: none">The lectures could have used a bit more descriptive information.Again, soft copy from my computerProblems with projector. More scenarios, less resume/hiring proceduresThe handouts were good but they were all from the same source, bigger pool?A/V could have more slides that relate better to the classroom lecture, making the class session more valuableThe few visual materials we saw were fine.						
5.	Did the instructor	Relate the material to class needs? No Response 1	Yes	50	No	4	
		Know the subject thoroughly? No Response 1	Yes	54	No	0	
		Encourage student participation? No Response 1	Yes	54	No	0	
		Make course requirements & objectives clear? No Response 1	Yes	53	No	1	
		Answer all questions completely? No Response 1	Yes	52	No	2	
		Use course text effectively? No Response 1	Yes	49	No	5	
		Tolerate differences of opinion? No Response 1	Yes	54	No	0	
		Review proper scantron procedures? No Response 5	Yes	48	No	2	
		Teach to the test? No Response 3	Yes	38	No	14	
Comments	<ul style="list-style-type: none">The instructor taught the course, not the test. This is positive attribute.The instructor talk of himself all day long.Professor Coffman was knowledgeable and informative with old and new trends for the CFOIFSTA and class notes were the most used itemMore management subject matter and less hiring/resume proceduresHe really knows his stuff.The instructor was very knowledgeable in the subject and had great insight through experience.I'm not sure what "teach to the test" means. The test was an accurate assessment for the class.						
6.	Did the classroom	Provide a comfortable environment? No Response 1	Yes	50	No	4	
		Include a manageable number of students No Response 1	Yes	54	No	0	
		Contain a minimum number of distractions? No Response 1	Yes	52	No	2	
Comments	<ul style="list-style-type: none">It was mostly on line. The in class part was acceptableDifficult to manage temperature. Too cold for many students.Facilities were fineThe classroom was fine.						
7.	Did the course	Contain enough activities? No Response 1	Yes	49	No	5	
		Were the activities useful? No Response 1	Yes	50	No	4	
		Allow enough time for the workload? No Response 1	Yes	50	No	4	
		Cover the right amount of material? No Response 1	Yes	51	No	3	
		Contribute to my knowledge & skills? No Response 1	Yes	53	No	1	
		Relate to my needs? No Response 1	Yes	53	No	1	
Comments	<ul style="list-style-type: none">This is a harsh review yes but it is my personal opinion that management and leadership are hurting in the fire service. I am under the impression that a class that is taught in 3 weeks shows that the fire service does not value the need for good leaders. All the information on how to be a good leader can not be contained to an IFSTA book and multiple choice questions. I would like to see a grouping of books to be read and reviewed, more sources for leadership development and time taken to exercise and practice management skills.The scenario portion was helpful, it forced me to review my city regs and SOP's.						

		<ul style="list-style-type: none"> • I have participated in both Beta Classes so far and workload far exceeds that of 40 Hours. • Maybe some more scenarios • Known Issue – The Discussion Board was not available prior to the in-class session. • The workload completely overloaded the student during the 3 week course. • Again, more scenarios. • Good class involvement • This was my first online-hybrid class, and I did not have any idea how the workload would be. I found that I was most productive when off duty, as my daily work schedule on duty interfered with my ability to concentrate on the subject at hand. This would be good to know ahead of time, especially if taking on online class for the first time. • The course had enough time to complete all the assignments and take all the tests. I feel that the entire class could have been taught online. The book that we used had enough information for us to read on our own for the tests. The instructor also answered any questions we might have had through email in a timely fashion. Thankfully I was able to get time off from my job to go to the classroom session. • The class required much more than 40 hrs to complete.
8.	How could the printed & audiovisual materials be improved?	
	Comments	<ul style="list-style-type: none"> • N/A x 6 • There is no need for improvement x 6 • Lectures more thorough. • No • Power point could be more detailed by elaborating on key points. • The power point presentation was great, no need for improvement. • Eliminate the SFM text • Use of videos/dvds for live action scenarios – on-line review of power point presentations required/timed prior to taking each quiz • Eliminate use of the State Fire Marshall book and use only the IFSTA text. • I thought the power points were well done. • The online material need to either have the instructors notes added or need some slides to expand on the material • They couldn't. • Yes. Projector cut off edges of computer screen view. • More handouts • I think I would be nice to have the lectures in Word format or something else besides the powerpoint. • A/V could have more slides that relate better to the classroom lecture, making the class session more valuable • Relate more to the Mgmt course – Not Job hunting • The printed and visual materials were fine for what we were using them for. • More management related, the morning class seemed more related to promoting rather to management • Blackboard discussions, which are already being developed. • The management 1 book is not well organized and hard to follow • More online
9.	How could the course content or structure be improved?	
	Comments	<ul style="list-style-type: none"> • More scenarios x 2 • N/A x 4 • None x 3 • I don't know x 2 • All online would be perfect x 8 • Content was fine • This should be a full course, not condensed to finding the answers as you take a timed test. Also, the benefit to the course is that you can do much of the work at the firehouse. Having timed quizzes and final takes away from learning new material and added a level of stress in case I got an emergency call I would fail the quiz. • The scenarios should be shorter and should be answered entirely on the internet, allowing all students to see all the other answers. • Release each scenario at a different time. • Remove superfluous stuff such as "types of fallacies"; all F.O. classes should be cut in half, with all the nonsense removed. For example: "Place right hand on top of jar, palm down, grip lid. Grip left side of jar firmly with left hand, apply twisting motion to jar....." You get the idea. Is this how we train rookies or veteran firefighters? Then why are we training F.O.'s to teach that way? This example is from Inst 1-A & 1-B, which were both a waste of time, but this is the type of time-filling nonsense that makes all these classes twice as long as they need to be. It becomes obvious that they are just trying to "fill" 40 hours. Why is important for a F.O. to know the definitions of different types of fallacies? The F.O. curriculum needs a complete overhaul. • State manual not needed, if textbook is required

		<ul style="list-style-type: none">• Maybe less coverage on the specifics of progressive discipline since each agency has its own process.• Scenarios were the most beneficial for me, so more could have been beneficial.• The in class session was not a good use of time. Definitely not a necessity for the course. Could have kept it all online.• I enjoyed the internet class option for this class• I'm not sure that the classroom session is necessary-lots of stories and not as many good 'nuggets' of information. The key points I gained from the classroom session could probably be placed in another powerpoint presentation and viewed along with the rest online.• Less focus on memorizing quiz answers – more discussion and scenarios• I believe that the entire Fire Management course could be presented online. I don't feel that an in class session is necessary for this topic.• If having classroom sessions do the scenarios review in AM and the five examples in PM, have real scenarios, role playing• Classroom meeting could have been better organized and involved more student participation, scenario practice, ect										
10.	How could the instructor improve the class delivery?											
	Comments	<ul style="list-style-type: none">• No need for classroom portion x 5• NA x 5• I believe that helping people find a route and source for management development outside a 40hour course would benefit everyone. More thought provoking assignments and interaction with other students and leaders would benefit everyone.• No• Difficult to say as he also seemed to think that the classroom portion could be eliminated.• Good delivery, dan caters to the audience and teaches to the level of the class. Involves everyone in discussion• No, Dan is a excellent instructor• Remove the "filler".• On-line use of powerpoint presentations• Good Instruction• Was delivered well.• I don't know.• More scenarios.• The instructor knew his topic well• It was good.• The blackboard was a bit confusing• Once the problem with the blackboard discussion board is fixed, I believe that the entire class should be moved to the web. The point of an online class is to be flexible in our time management. Some of the students were from Nor Cal. If we had to drive all the way down to Santa Maria for a classroom session, that's not very flexible. Thankfully the instructor was kind enough to drive to different parts of the state for the session.• Couldn't the classroom portion be completed on the internet?• With all due respect, to many "and um's". I stutter so I do the same thing and pick up on it easier, very distracting• Interact during the blackboard discussions when implemented• No improvement need, instructor has a lot of knowledge in the subject matter.• Include less stories about personal (work history) background and more role-playing exercises• Better activities and student involvement planned for class meeting• It was fine• More scenarios with role playing would have been beneficial										
11.	How would you rate this course? No Response 3			Excellent	25	Good	22	Fair	4	Needs Improvement	1	
	Comments	<ul style="list-style-type: none">• There is definitely useful info, but also a lot of stuff we don't need.• Remove the in class session and it would have been better• Really glad to see that it is coming to a hybrid format										
12.	How would you rate the Primary Instructor? No Response 3			Excellent	33	Good	11	Fair	7	Needs Improvement	1	
	Comments	The instructor spoke of a number of topics which I feel did not pertain to fire management. Such as how I should vote and real estate in Dallas Texas. Could have been more personable. Good – could focus more on specific management examples										
13.	How many hours did the Primary Instructor teach? No Response 16			8 x 24, 40 x 15	Hours							
	Comments	<ul style="list-style-type: none">•										
Questions on the Beta Test Delivery of the Fire Officer Courses by Internet\Hybrid Method												
14.	Have you ever taken an Internet\Hybrid Class? No Response 8								Yes	14	No	33
	Comments											

15.	How would you rate the Internet\Hybrid delivery of the Fire Officer courses? No Response 3	Excellent Idea	41	Good Idea	10	Fair Idea	1	Not Appropriate	0
	Comments	<ul style="list-style-type: none">This is a great way to go for CFO coursesThis type of delivery program was long over do.Works well with my schedule, especially with having a small child.I think for fire officer classes the interaction may be a bit better than the online.Good idea – still trying to figure out if it was worth itI think it's a great idea. I work for CAL FIRE, so during the summer I don't have any time to take classes. During the other months I can't find classes in my area to take. By offering these much needed classes online, you're allowing everyone a chance to get the information.Internet courses are a good fit for our schedules							
16.	How would you rate the Internet\Hybrid delivery of this course? No Response 3	Excellent	29	Good	15	Fair	5	Needs Improvement	3
	Comments	<ul style="list-style-type: none">This is a great way to go for CFO coursesThe workload as I commented before was much more than 40 hrs.Could all be done online if discussion board workedI had trouble finding the text, but other then that it was excellentPerfect for working firefighters with families or other commitments.The internet portion of the class was excellent, see below for classroom comments.The in class session was unnecessaryGoodWhile I can understand the need for hybrid classes for some of the other fire officer classes, Fire Management should be completely online.Despite technical issues, delivery and communication from the instructor was excellent.Amount of required reading was a little excessive.							
17.	How could the Internet\Hybrid delivery of this course be improved?								
	Comments	<ul style="list-style-type: none">Open up the discussion board... or use email from student to student to complete the discussion portion.No classroom portion x 9I don't think that the 8 hour classroom session was needed, though I think 4-5 hours would be good.Perform all class activities for certain classes completely on-line. I believe that the command classes and instructor classes need some in-classroom time, but the other courses could be completely done on-line without any classroom time.Get rid of the state book and go to IFSTA only. Get the college bookstore to carry the IFSTA BookUse of timed/monitored on-line powerpoint presentations. Live meeting (classroom) time reduced to a 4 hour session.The classroom portion for Management 1 could be eliminated. All information was covered very well via internet.Ability to discuss scenarios prior to in-class session.Lose the day class and teach it all on line with a discussion boardI don't know.Remove the in class sessionI didn't like the quiz questions. They contained information I found unimportant.Great classMore information delivered through the web.I'm not sure that the classroom session is necessary-lots of stories and not as many good 'nuggets' of information. The key points I gained from the classroom session could probably be placed in another powerpoint presentation and viewed along with the rest online.Classroom time not necessary if discussion board worked.The only flaw to the course was not being able to use the discussion board, but I know that will be fixed.NANo class room session, really did not apply rest of class especially the morning sessionsLeave It As IsDiscussion online was not workingBalance of material was enough for me.							
18.	How would you rate the Goals Paper Assignment? No Response 4	Excellent Idea	22	Good Idea	18	Fair Idea	9	Need Changes	2
	Comments	<ul style="list-style-type: none">It made you actually write your goals, instead of just thinking themThe goals paper assists even career firemen with an attainable timeline for goals, both long term and short term. It's good to put it all on paper, so you can really see the accomplishments and deficiencies.At this stage in our careers, it is assumed that a Company officer level is the goal if folks are signed up in the CFO series. I felt that I was in an entry level class when I was forming my goals paper. My thought would be a short introductory							

		<ul style="list-style-type: none">paragraph in the discussion board and leave at that. Just my 2 cents.Geared towards those trying to enter the fire service, when most in the fire officer are already in the fire service.Good for intro class...waste of time for a career firefighter.Made you think about where you are going in your career and what steps to take.Forced me to map out a timeline for completing my courseworkReally helps with stating goals and what needs to be done to get thereI really don't think that a goals paper is necessary for these types of classes.It would be nice to get more feedback on it from the instructorThe goals paper is a very good idea for anyone who doesn't already have their plan laid out, or for anyone who doesn't know what to do with their career.Goals paper not applicable to all people, maybe a paper on why you need to take this classIt reinforces the need for career planning regardless of where you are in your careerIs not needed. A professional firefighter should not need to be able to develop their own goals without being told to do it.							
19.	How would you rate the Quizzes? No Response 3	Excellent Idea	28	Good Idea	19	Fair Idea	2	Need Changes	3
	Comments	<ul style="list-style-type: none">The quizzes were plenty of work.Time could have been longer to take the Final and more opportunities to reset a quiz if you were timed out do to a call on duty. I did a lot of my coursework on duty.Very challenging x 2Powerpoint presentation mandatory before each quiz.Broke lessons into manageable sectionsThe time limit wasn't very good.If I knew the quizzes were all coming out of the IFSTA book I would not have wasted my time and energy reading the CFSTES or the powerpointsOK – too much book memorization – not a lot of applicable things to remember in real worldThe quizzes were a great way to warm up to the final while giving real time feedback on how I was doing.Some questions seemed quite vague, especially since they came from the study guide.The timed test made it difficult to take while on duty.Some of the questions where not correct or conflicted with textI was surprised to see how much I learned just by doing the quizzes and final exam.							
20.	How would you rate the Scenarios? No Response 3	Excellent Idea	36	Good Idea	13	Fair Idea	2	Need Changes	1
	Comments	<ul style="list-style-type: none">Break the class into groups to do scenarios for more involvement (if in class) Online all would be involvedObviously didn't work the way the instructor intended because the blog and blackboard was not cooperating, once again it is teaching one persons experience and preferences, needs to be dynamic and appropriate to individual situationsThe scenarios were OK. However, the situation was rather redundant.I liked the procession of the problemsGood idea but the scenario became a little extreme with the assault when for fear of keeping one's job it would not have come to that.Need MoreScenarios could've been online, as originally plannedGood project...improve with in-class watching of similar scenarios (video/dvd) and in class write up.Eye opening, forced me to learn my department rules/regulations.Excellent idea – would have loved to spend more time on themThe scenarios were a great example of what we might face as company officers on a day-to-day basis.Instead of having series of questions have one main questions to include all aspectsWould be better if conducted on the Blackboard discussion board when runningVery good!!!!							
21.	Regarding the Scenarios, what format do you feel would meet the requirements of this assignment? No Response 3	Classroom	11	Internet	32	Internet\In Class	10		
	Comments	<ul style="list-style-type: none">On the Discussion Board x 7Best to hear the opinions of other classmates.If everybody brings their ideas to the class and discusses it, you see a lot of different methods of dealing with the same problemSame format – more discussion in classroomWith the discussion board up and working, students would be able to post their comments and receive feedback to the scenarios. Having an in class scenario discussion would be redundant.							
22.	How do you feel the Final\Certification Exam should be given?	Classroom	1	Internet	49	Internet\In	4		

	No Response 1						Class			
	Comments	<ul style="list-style-type: none">• If it is going to follow the same format it should be delivered in the same format, in the classroom would have been a disaster. I agree with the final being a timed test, it is not hard to do one test at home but having to spend all of my off time taking quizzes so that they wouldn't get interrupted was bad.• Perfect test related to the material challenging• I did feel that the Final was a little too difficult.• The allotted time was a bit tight. I was sick, and went to the bathroom and barely finished.• Test with large and random selection question bank was the perfect testing approach for this class.• Can be either Online or in person. With the short timer on the questions online makes sense.• Hybrid – written and multiple choice• With the final on the internet, just like with the quizzes I was able to get real time scores, which is great.• Please tell students it is more than the standard 50 questions format for time management								
23.	Do you feel the Management 1 Student Supplement should be used in this class?						Yes	11	No	42
	No Response 2									
	Comments	<ul style="list-style-type: none">• Not with out lecture. Most of the info is in bullet points without the actual details that are on the quizzes• Yes, if it was the correct edition• I think the fourth edition ifsta book was good to use• All the state courses' curriculum is outdated. You always hear complaints about the outdated materials and state tests.• I did feel that the Final was a little too difficult.• I felt that the IFSTA brick was more than enough info.• IFSTA texts is very comprehensive.• Outdated Material• Did not even look at it• Even though the Student Supplement has great information within in it, The IFSTA book has way more information and gets updated all the time.• I didn't look at it at all.• Not applicable• The IFSTA textbook was more than sufficient								
24.	Do you feel the IFSTA Fire & Emergency Services Company Officer (4 th ed.) should be used in this class?						Yes	47	No	6
	No Response 2									
	Comments	<ul style="list-style-type: none">• There was no other way to pass this course if you didn't have it.• Very expensive• Excellent manual for this course• Good book....Well written.• Great Resource• There was some confusion due to there being multiple chapters covering the same material• I never got one and did fine.• Great reference book for a person to have in their personal library.• More current and comprehensive information• Redo the quiz questions so they are more relevant to real life situations.• New Manual was Great Information• Truly a great book for Fire Management.• This text is a great resource.• Too much repetitive information.								
25.	This class is currently required to deliver 8 hours of instruction (scenarios) in the classroom. Do you think these scenarios should remain in the classroom?						Yes	17	No	36
	No Response 2									
	Comments									
26.	Using the course matrix in the Syllabus, are there any of the sections that were taught on-line, that you think should be taught in the classroom?						Yes	5	No	36
	No Response 13									
	Comments	<ul style="list-style-type: none">• How we did it was good, reviewing our answers in class.• I think I already covered this....It should be entirely internet based!• The in class portion can be delivered via the discussion board. I don't want to say that the in class meeting was a waist of time, but that portion of the class could most certainly be completed over the discussion board. I want to stress that Dan was a excellent instructor and my comments do not reflect his teaching style or ability.• This class could be completely on-line• Scenarios can be effectively delivered via the internet both discussion based and assignment based.• Provided that the Discussion Board is functional, the scenarios could be discussed adequately online• 2nd part, NO.• I didn't feel a need to have any portions of the instruction on the classroom. With current technology real time information								

		transfers is way more efficient than sitting in a classroom all day. Also online classes require more out of a student than regular classes. It is much more demanding which I believe forces the student to learn more and be more productive.		
		<ul style="list-style-type: none">• Immediate feedback during the scenarios is valuable.• No x 2• If conducted online there should be a requirement to host a discussion thread and post to others• Group work on counseling and corrective discipline could have been useful• Should be internet only		
27.	When this class is taught in an Internet\Hybrid fashion in the future, how many weeks should the class be? No Response 9		1X1, 2X5, 2.5X 2, 3X18, 3.5X2, 4X12, 5X1, 6X1, 6.5X1, 8X3	Average 3.489 weeks (160.5÷46)
	Comments	<ul style="list-style-type: none">• There was sufficient time to complete the assignments x 8• 3 worked well.. maybe 4 without classroom• This should follow the same as the other courses, I strongly oppose the 3 week format!• The work load is tough. An extra week would help.• 2 weeks was good• Pretty tight timeline for procrastinators. Maybe, have less quizzes with deadlines for each. Example: week 1 = quizzes 1-4; week 2 = quizzes 5-10 etc• Required discipline, but was manageable• Allow people to budget time to assimilate all the information, lots of information.• No in class• What it currently is. It is a lot of work in a short amount of time. A lot of us are very busy with work and home life and the shorter the better.• 4 weeks, with the same workload• Three weeks was challenging. I started course work early• May require more time for discussions online		
28.	What other issues do you want to see addressed to improve this class?			
	Comments	<ul style="list-style-type: none">• This needs to be a valued course, should not be rushed and should be important. There are many issues this course covers and all of us would greatly benefit from truly knowing the information. The instructor made a great effort in teaching the class in multiple locations and that was appreciated and beneficial on many levels. The classroom portion I believe is as valuable as the course itself in a social aspect. It is good to meet the other aspiring officers in our area and share ideas and thoughts. There is no doubt I will be working with these people again and that is a benefit that no book can teach or provide.• For the course requirement, note the correct book and edition to use.• This on-line delivery is the wave of the future and it's great to see the state participating in contemporary educational techniques. If I can be of any assistance, please contact me.• The budget chapter of the IFSTA book should be excluded. This information is not necessary as it is too generic to be of any benefit to the students.• Here it is Dan, thanks again for your efforts. I enjoyed the class. I felt the biggest benefit was the required reading of the text. Without reading passing the quizzes was impossible. Contrary to the average fire service class where you sit for four days, get a test review and your done, this was much different. I for one learned allot and will use the material.• Excellent Class, hope Dan continues to teach the CFO series• None x 2• Emphasize to students that online classes often take longer than traditional to cover all the materials.• No in class• No time limit on the final exam.• I thought it went well.• Same as previous comment• If we could get the rest of the Fire Officer Classes either completely online, or have the other instructors travel to different locations for the classroom session, then this could really be a great program.• Place the entire class online.• Appreciate all the help, I teach also so I am a lot more critical.• Make sure that the power point covers more material.		
Your comments on this course, & the Internet\Hybrid delivery of the CFSTES courses generally, will significantly contribute to the future delivery of this course & the CFSTES courses. Your evaluation & comments will be included in my report to the California Statewide Training & Education Advisory Committee. While your name & contact information is helpful for follow-up purposes, except for specific permission granted above or quotes, with your specific permission, your name & contact information will remain confidential. THANK YOU FOR YOUR INPUT!				

ALLAN HANCOCK COLLEGE - FIRE TECHNOLOGY PROGRAM

800 South College Drive Santa Maria, CA 93454-6399 (866) 342-5242 Ext.3282

Chief Dan Coffman, MSPA Dcoffman@hancockcollege.edu • www.hancockcollege.edu

Summer 2007

Subject: CFSTES Fire Technology 326 Fire Management 1 On-Line. Summer Jump Start 2007 Session

Dear Prospective Fire Management 1 Student:

Thank you for your interest in enrolling in the CFSTES Fire Management 1-Management & Supervision for Company Officers on-line at Allan Hancock College. This Letter and the Course Overview below, will provide information on the course, assignments and other information pertinent to taking this on-line class. The Summer Jump Start 2007 Session is a short three weeks that runs from May 29 – June 14, 2007.

While this class does not officially begin until May 29th and you will not be able to access Blackboard to take the post reading quizzes and final exam until that date, you can order your books, start the Reading Assignments and e-mail me your "Goals Paper".

You should also contact me at: Dcoffman@hancockcollege.edu with the following information: Your location preference for the In-Class Session (on a first come – First Served basis), the class (es) you are taking with me in the Summer, your e-mail address (es), the last four digits of your social security number or full student ID number, full name, home address, daytime and home telephone numbers, and fire department you are affiliated with, if any.

But first! If you have not done so already, you need to be enrolled as a student to register for this class

ENROLLMENT & REGISTRATION INFORMATION

YOU MUST HAVE AN "Application for Admission" ON FILE to register via WebReg (on-line). Students **may** apply for admission on-line starting April 16th. **Click on:** http://www.cccapply.org/Applications/California_Community_College/apply/Allan_Hancock_College.html

WebReg will be open to all continuing students, new and returning students who have an application on file. It is not open to students concurrently enrolled in high school or international students.

DISTANCE LEARNING REGISTRATION PROCEDURE: Students may register for this Jump Start class on the Internet (WebReg) between May 2 – 18 and, in person, May 22-23 and May 29th. If you miss the on-line enrollment period, and do not want to travel to Santa Maria to register for classes, please contact: Ms. Marian Quaid-Maltagliati, Admissions & Records at Hancock College. Marian can be reached by e-mail at marianqm@hancockcollege.edu or by phone at (866) 342-5242, ext 3323. **Please do not contact her for anything else!** Either way, your enrollment, registration and payment must be received by May 29th, no exceptions!

Be advised, in addition to this CFSTES Fire Management 1 class offered in the "Jump Start" session, a full slate of fire tech classes will be offered in the Summer Semester between June 18 – August 9, 2007.

Registration information and the on-line Fire Technology classes are listed below. For the Summer 2007 Schedule, other classes, costs, etc. go to: <http://www.hancockcollege.edu>. Click on the class schedules box.

WebReg (Online) Registration: WebReg is open to all continuing students, and new and returning students who have an application on file. Students SHOULD be able to apply on-line. Remember, APPLYING and REGISTERING are two different functions. Students must apply for admission prior to registering for classes.

To register on the internet go to the <http://www.hancockcollege.edu/Default.asp?Page=55> (to view AHC's website, your computer must have Acrobat Reader 6.0). Follow the registration timetable and instructions for registration. Access to WebReg is by priority based on social security number and last name - check the priority list in the Credit Course Schedule. There will also be an open enrollment period on the web.

For inquiries or problems with your registration please contact: Ms. Marian Quaid-Maltagliati, Admissions & Records at Hancock College. Marian can be reached by e-mail at marianqm@hancockcollege.edu or by phone at (866) 342-5242, ext 3323. **Please do not contact her for anything else!**

FYI: You are **limited to 20.5 units** per semester. However, students enrolling in more than 20.5 units must have a 3.00 cumulative grade point average and obtain written permission from an AHC counselor. For details contact Counseling at: ahconnect@hancockcollege.edu or call (866) 342-5242 ext. 3293. Students may not register for more than 20.5 units utilizing WebReg. Students who wish to add more than the permissible number of units must do so in person or by mail by the deadlines listed above.

IMPORTANT, PLEASE READ THIS ADVISORY

The CFSTES Fire Management 1 will be taught primarily on-line between May 29 – June 14, 2007. However, a **MANDATORY** eight hour session will be held in three locations: Burlingame - Wednesday 6\13, Santa Maria - Thursday 6\14, Long Beach - Saturday 6\16. All sessions are from 8 am – 5pm.

If, after reviewing the syllabus below, you have reservations about your ability to complete all the coursework in the short three week period allowed, or, if you can not attend the mandatory in-class portion of the class, **DO NOT ENROLL IN THIS CLASS!** All on-line assignments and tests should be completed before you attend the in class session. The professor does not grant incompletes, **NO EXCEPTIONS!**

DATES TO REMEMBER CFSTES FIRE MANAGEMENT 1 Jump Start Classes Summer 2007 (5\29 – 6\14, 2007)

4\16	New AHC Students must apply for admission. Click on: http://www.cccapply.org/Applications/California_Community_College/apply/Allan_Hancock_College.html
5\2	Web Reg Registration (Registration on-line 5\2-18)
5\19-29	If you miss the on-line enrollment period, and do not want to travel to Santa Maria to register for classes, please contact: Ms. Marian Quaid-Maltagliati, Admissions & Records at Hancock College. Marian can be reached by e-mail at marianqm@hancockcollege.edu or by phone at (866) 342-5242, ext 3323. Please do not contact her for anything else! Either way, your enrollment, registration and payment must be received by May 29 th , no exceptions!
5\22-23	In Person Registration 5\22-23. 5\29 with instructor signature
5\29	CSFTES FIRE MANAGEMENT 1 CLASS STARTS (5\29 – 6\14)
6\3	Goals Paper Due. E-mail to Dcoffman@hancockcollege.edu
6\8	LAST DAY TO WITHDRAW FROM JUMP START CLASSES
6\12	ScenariosWriting Assignments – Input on all assignments on the Discussion Board due. Answers must be brought to the classroom session.
6\14	All Quizzes and the Final Exam must completed.
6\13, 14 or 16	MANDATORY CLASSROOM SESSION: in three locations: Burlingame - Wednesday 6\13, Santa Maria - Thursday 6\14, Long Beach - Saturday 6\16. All sessions are from 8 am – 5pm.
6\14	CFSTES FIRE MANAGEMENT 1 CLASS ENDS

FIRE MANAGEMENT 1 CLASS REQUIRED BOOKS

Ticket #	Class #	Course Description	Professor/E-mail	Books	Ed	Pub	Yr
Internet Classes							
7046 7048 7051	FT 326	CFSTES Fire Management 1	Chief Dan Coffman Dcoffman@hancockcollege.edu	Fire & Emergency Svcs. Company Officer Fire Mgt. 1A Student Supplement (Available on the Course Web Site)	4 th	IFSTA CFSTES	2007 2000

BETA TEST – ON-LINE & HYBRID CFSTES FIRE OFFICER CLASSES – The California Statewide Training & Education Advisory Committee (STEAC) has authorized a Beta Test on the On-line and Hybrid delivery of the CFSTES Fire Officer classes. These classes will start with Management 1 in the Summer “Jump Start” Session from May 29 – June 14, 2007, and the remaining classes offered in the Fall Semester from August 20 – December 20, 2007. **THESE CLASSES ARE FULLY ACCREDITED BY THE CALIFORNIA STATE FIRE MARSHAL.** A CFSTES Course Completion Certificate will be awarded to all students that meet the requirements of each class.

While they are not yet scheduled, the 1A classes will be offered first and 1B and 1C classes after that.

An attempt will be made to schedule in-class sessions, for courses taught concurrently on-line, in the same week. For example: The classroom sessions for Command 1A would be held on Monday\Tuesday followed by Instructor 1A Wednesday, Thursday and Friday.

CFSTES FIRE OFFICER INTERNETHYBRID BETA TEST			
Class	Instructor	Classroom	Internet
I-300: Intermediate ICS		Not Online	Not Online
Fire Command 1A: Command Principles For Company Officers	Kevin Taylor	16	24
Fire Command 1B: Incident Management For Company Officers	Kevin Taylor	14	26
Fire Command 1C: I-Zone Fire Fighting For Company Officers	Dennis Childress	10.5	29.5
Fire Instructor 1A: Instructional Techniques, Part 1		24	16
Fire Instructor 1B: Instructional Techniques, Part 2		20	20
Fire Investigation 1A: Fire Origin & Cause Determination		14	26
Fire Management 1: Management/Supervision for Company Officers	Dan Coffman	8	32
Fire Prevention 1A: Introduction To The California Fire Code	Tim Capehart	0	40
Fire Prevention 1B: Introduction To The California Fire Code	Tim Capehart	0	40

HOW THE CLASS IS CONDUCTED: Online courses require students to have access to a computer with an individual e-mail account and access to the World Wide Web. Internet access is available to students in the Allan Hancock College Learning Resources Center, located in the Library, if necessary, Learning Resources Center staff will assist students in creating an e-mail account.

The course requirements are laid out in the Class Schedule contained in the Course Syllabus below. Except for the mandatory in-class session, this class will be conducted completely on Blackboard on the Allan Hancock Web Site. To get the work done, students should read the assignments and complete the Post Reading Quizzes and the Final Exam as early as possible. Students should complete the on-line coursework before attending the classroom portion of the class. All tuition and fees must be paid, assignments and exams completed, and attendance at an In-Class Session to earn a passing grade and the CFSTES Course Completion Certificate. The professor does not give incompletes.

To access this class on-line, go to the Allan Hancock College Web page at: www.hancockcollege.edu - Click on the "**Blackboard**" Icon - Go to "**Login**", in "**User**": type in the first initial of your first name and the first initial of your last name, in lower case, followed by the last five digits of your Social Security Number (example: John Doe would be jd12345) in "**Password**" repeat the same as entered under User, you can change your password once you are admitted into the course. When you access Blackboard - under "**My Course**" click on the course you are taking. Once admitted to the course, you will be taken to your own control panel, you will find a menu on the left side of the page with several options. **Go to "Course Documents" first and read "COURSE UPDATE # 1", then explore the remainder of the web site.**

Announcements: Timely Information will be posted here for students. Students should check here regularly for any changes or current information.

Course Information: Contains the Course Syllabus with all Reading & Term Assignments, a Course Schedule, & Other Information & Requirements for completing the class.

Staff Information: Contains a Bio on Professor Dan Coffman

Course Documents: Contains the "Course Updates", "Lecture Outlines", each corresponding "Quiz" and the "Final Exam".

Course Updates: In Course Documents. I will respond to your communiqués on a regular basis.

Example Goals Paper\Education & Career Plan: In Course Documents. To be used as a guide for your Goals Paper.

Lecture Outlines: Contains the "**Lecture Outlines**" on each Reading Assignment. You are encouraged to print and review the Lecture Outlines and read the corresponding assignment in the text prior to taking each corresponding Quiz which are found at the bottom of the page in each lecture.

Quizzes: To take the Quizzes, click on "Course Documents" and select the corresponding "Lecture" (i.e. FT 101 Lecture 1 contains the link to Quiz 1) to access the Quiz. You are encouraged to read the corresponding assignment, and print and review the Lecture Outlines prior to taking each corresponding Quiz. The Quizzes are found at the bottom of the page in each lecture.

Final Exam\Management 1 Exam: The Final Exam can be found on the "Course Documents" page. **You should only take this exam after successfully taking all of the quizzes.**

All Quizzes and the Final Exam are timed and only allow access once, after which you will be locked out. Students will be given 60 seconds to answer each question. If you do not successfully take and submit the quiz or exam within the time allowed you will see one of two characters in that exams grade box on the grade sheet. An "**Exclamation Point**" will show when you have exceeded the time allowed to take the exam, and a "**Padlock**" will show when you have been locked out of the exam due to a mistake or a server error. In both cases, I will reset the exam and you will need to take it over. I will only allow two resets in the class.

Discussion Board: The "Discussion Board" is a great bulletin board forum is to post and gain information and to expand your network. Just remember, this is a professional forum and you should keep the tone as such. If you have questions, post them here. If you want to network, use this opportunity often. If you have inquiries of a personal nature, contact me by e-mail at Dcoffman@hancockcollege.edu Don't forget to identify yourself and the class you are in.

Management Scenarios: Six management scenarios will be posted on here.

Extra Credit: This Forum should be used to post and comment on news articles, media broadcasts and internet articles.

Tools: on the left side of the home page for the class is used to determine your exam grades. Select "**Check Grade**" to determine your scores look under the "Score" column for each exam.

Pop-up Blocker - Be Advised! If you click on a Quiz or Exam and it does not appear, shut the Pop-up Blocker off ad it should appear.

E-mail: You should communicate with me by e-mail at: dcoffman@hancockcollege.edu. Don't forget to identify yourself and the class you are in.

While you may take the quizzes and final exam anytime between May 29th – June 16th, you can All on-line coursework and exams for CFSTES Fire Management 1 should be completed before you attend the In-Class Session, you may take the quizzes and final exam early if desired. I

A **MANDATORY** eight hour "in-class" session will be held in three locations: Burlingame - Wednesday 6\13, Santa Maria - Thursday 6\14, Long Beach - Saturday 6\16. All sessions are from 8 am – 5pm.

Fire Technology 326
CSFTES FIRE MANAGEMENT 1 - ON-LINE
Management & Supervision for Company Officers

Summer Jump Start 2007 Semester
Ticket # 7046, 7048, 7051

Course Syllabus

IMPORTANT, PLEASE READ THIS ADVISORY

The CFSTES Fire Management 1 will be taught primarily on-line between May 29 – June 14, 2007. However, a **MANDATORY** eight hour session will be held in three locations: Burlingame - Wednesday 6\13, Santa Maria - Thursday 6\14, Long Beach - Saturday 6\16. All sessions are from 8 am – 5pm.

If, after reviewing the syllabus below, you have reservations about your ability to complete all the coursework in the short three week period allowed, or, if you can not attend the mandatory in-class portion of the class, **DO NOT ENROLL IN THIS CLASS!** All on-line assignments and tests should be completed before you attend the in class session. The professor does not grant incompletes, **NO EXCEPTIONS!**

COURSE DESCRIPTION: **Fire Technology 326 CFSTES Fire Management 1** - This course is designed to prepare the student to become a manager of a fire company. The course emphasizes the organizational structure and process as well as managerial control, including determining goals and objectives, performing task analyses, evaluating and monitoring performance, and developing communication and coordination skills. (GR) (A) 2 Units Credit. This hybrid class is 40 hours of instruction. 32 hours on-line, 8 hours in the classroom.

COURSE DATES: This hybrid course will be conducted on-line between May 29 – June 14, 2007, with an eight hour classroom session held, from 8 am – 5pm, in three locations:

- **Burlingame** - Wednesday 6\13, Burlingame Fire Department location pending
- **Santa Maria** - Thursday 6\14, at the Allan Hancock College Fire and Emergency Services Center, 800 South College Drive in Santa Maria
- **Long Beach** - Saturday 6\16, at the Long Beach Fire Department Training Center, 2249 Argonne Avenue in Long Beach.

For directions contact Map Quest at: <http://www.mapquest.com/> After students register for this class, they should contact me at: Dcoffman@hancockcollege.edu with the following information: Your location preference for the In-Class Session (on a first come – First Served basis), the class (es) you are taking with me in the Summer, your e-mail address (es), the last four digits of your social security number or full student ID number, full name, home address, daytime and home telephone numbers, and fire department you are affiliated with, if any.

Students may complete the on-line coursework any time prior to June 14th, however should have completed all on-line assignments prior to attending the in-class session. Any student that has not completed the term assignments and exams by the last day of classes and attended an in-class session, will receive a failing grade in the class and not be awarded their SFM Course Completion Certificate. Also, money spent for this class and for the SFM Certificate will not be refunded. The Professor does not give incompletes! The last day to drop this class is June 8th.

LOCATION : On Blackboard - <http://www.hancockcollege.edu>

PROFESSOR: Chief Dan Coffman, MSPA; Allan Hancock College, Fire Technology Program.

CONTACTING THE PROFESSOR: It is expected that most communication between students and the professor will take place by E-mail: Dcoffman@hancockcollege.edu. Phone messages can be left at (866) 342-5242 Ext. 3282 or, for urgent matters, I can be reached at my Home: (714) 377-8867. This is a private line, so do not give it out.

OFFICE HOURS: On-line, in person at Hancock college June 14th or by arrangement with the professor.

FEES: This is a 2 unit class. For fees and other charges, see Page # 11 and for Registration Forms, see pages 24-25 in the Summer schedule. **In addition to college costs, you must add a \$80.00 Materials Fee for this State Fire Marshal CSFTES class and course completion certificate.**

REQUIRED TEXTS :

Fire & Emergency Services Company Officer IFSTA, 4th edition (2007) ISBN # 0-87939281-9
Fire Management 1A Student Supplement CFSTES 2000 (**Available for Download on the Course Web Site.**)

RECOMMENDED TEXTS, ETC. : (Not Required)

NFPA # 1021, Standard for Fire Officer Professional Qualifications, NFPA 2003

ORDERING BOOKS: If you do not have your books, you may obtain the required textbooks by phone, on the Internet or in person at the locations provided below.

Allan Hancock College, Bookstore 800 South College Drive; Building H Santa Maria, CA 93454-6399 (866) 342-5242 Ext. 3238, (805) 922-2391 http://bookstore.hancockcollege.edu/	Firefighter's Bookstore 18281 Gothard Street; Suite # 105 Huntington Beach, CA 92648-1205. (714) 375-4888 (800) 727-3327 http://www.firebooks.com/
You can also order IFSTA books directly from the publisher at: http://www.ifsta.org/	

COURSE PLAN & TIMETABLE: Review this Course Syllabus, UPDATE # 1 and other documents on the course site and prepare a "Course Plan and Timetable for gaining the information, completing all assignments on time and for success in this class. The assignments boldfaced below are required deadlines. This time management tool is for your own benefit and does not have to be turned in.

DATES TO REMEMBER CFSTES FIRE MANAGEMENT 1 Jump Start Classes Summer 2007 (5\29 – 6\14, 2007)	
4\16	New AHC Students must apply for admission. Click on: http://www.cccapply.org/Applications/California_Community_College/apply/Allan_Hancock_College.html
5\2	Web Reg Registration (Registration on-line 5\2-18)
5\19-29	If you miss the on-line enrollment period, and do not want to travel to Santa Maria to register for classes, please contact: Ms. Marian Quaid-Maltagliati, Admissions & Records at Hancock College. Marian can be reached by e-mail at marianqm@hancockcollege.edu or by phone at (866) 342-5242, ext 3323. Please do not contact her for anything else! Either way, your enrollment, registration and payment must be received by May 29 th , no exceptions!
5\22-23	In Person Registration 5\22-23. 5\29 with instructor signature
5\29	CSFTES FIRE MANAGEMENT 1 CLASS STARTS (5\29 – 6\14)
6\3	Goals Paper Due. E-mail to Dcoffman@hancockcollege.edu
6\8	LAST DAY TO WITHDRAW FROM JUMP START CLASSES
6\12	ScenariosWriting Assignments – Input on all assignments on the Discussion Board due. Answers must be brought to the classroom session.
6\14	All Quizzes and the Final Exam must completed.
6\13, 14 or 16	MANDATORY CLASSROOM SESSION: in three locations: Burlingame - Wednesday 6\13, Santa Maria - Thursday 6\14, Long Beach - Saturday 6\16. All sessions are from 8 am – 5pm.
6\14	CFSTES FIRE MANAGEMENT 1 CLASS ENDS

GOALS PAPER\EDUCATION & CAREER PLAN: Write a paper introducing yourself and if you have not done so already, include the class (es) you are taking with me in the Summer, your e-mail address (es), the last four digits of your social security number or full student ID number, full name, home address, daytime and home telephone numbers, and fire department you are affiliated with.

In this paper, identify your overall goal (s), the things you have done and personal assets that you currently have that will assist you in accomplishing your goal (s). Lay out your education and career goals, and a timeline for accomplishing them. This paper will be used by the professor to assist you in the class, and in setting the students education and career goals. **An example "Goals Paper" will be provided under "Course Documents" on Blackboard.**

You should refer to the college catalogue and consult a counselor to develop an "Education Plan" that supports your fire service career, that leads to an Associate of Science Degree in Fire Technology and that prepares you for transfer to a four year university.

For degree, general education and other graduation requirements, go to the 2006-2007 on-line catalog at: <http://www.hancockcollege.edu/Default.asp?Page=55>. For academic planning contact Counseling at: ahconnect@hancockcollege.edu or call (866) 342-5242 ext. 3293.

The Goals Paper should be sent by E-Mail at: Dcoffman@hancockcollege.edu. **This project only requires one submittal if taking two or more classes from Professor Coffman in the Summer.** This assignment is worth 100 points. For the due date, refer to the "Dates to Remember".

SCENARIOS WRITING ASSIGNMENTS: Students will be assigned six scenarios related to the topics covered in this class as a primer for discussions and role playing in the classroom portion of this class. These scenarios will be available on the "Discussion Board" to allow a threaded discussion on each topic. **All students are required to participate in these on-line discussions.** Topics covered will relate to: Supervision, Management, Leadership, Human Relations, Safety & Wellness Programs, and Laws, Standards, and Liability. Your responses should be brought to the in-class session.

In addition, students are requested to bring a copy of their department's Policies and Procedures, and Forms related to each of these scenarios, their Departments Collective Bargaining Agreement (MOU) between management and labor, government and/or fire department budgets and other documents that you may find useful. If these are in a digital format, please send them to me prior to the classroom session or, if not available in a digital format and you can provide me a hard copy, please do so in person. Note: Students from the same department only need to bring one document each between them, e.g. one MOU, Budget, etc..

This assignment is worth 300 points. All scenarios will be available on-line the first day of class and must be addressed by June 12th.

EXAMS: All exams will be taken on line. Quizzes at the end of each session will consist of Multiple Choice and True/False questions randomly drawn from a pool of questions. Students will be given 60 seconds to answer each quiz question. The quiz pool questions will then be placed in a pool.

The Final Exam\CFSTES Exam will consist of 100 random multiple choice type questions drawn from the quiz pool covering Units 1 – 7. Students will be given 60 seconds to answer each question on this exam and only provided with one opportunity to take this exam.

All Quizzes and the Final Exam MUST be taken by June 13th. Additionally, to earn the CFSTES Fire Management 1 Course Completion Certificate, students MUST score at least 70% on the Final Exam.

Should any student fail to earn an 70% on the Final Exam, consistent with CFSTES Policies and Procedures, they will be allowed to retake the exam once for the CFSTES Course Completion Certificate only. The initial score on the Final Exam will be used for the class grade. Students that earn less than 70% in the class, will get an "F" in the class and not be eligible for the CFSTES Course Completion Certificate. **NO EXCEPTIONS!**

GRADING			
ASSIGNMENT		% OF GRADE	POINTS
Education & Career Goals Paper		10%	100 points
Seven Quizzes		30%	300 points
Six Scenarios (50 points each)		30%	300 points
Comprehensive Final Exam		30%	300 points
		100%	1,000 points
GRADING SCALE			
90 - 100 % = A	80 - 89 % = B	70 - 79 % = C	70% ↓ = F

CHEATING: The Fire Service is respected for its honesty, and a fire service professional's integrity must be above question. Students who plagiarize or turn in someone else's work (as his/her own) and who are caught cheating will receive an "F" in the class and not be eligible for the CFSTES Course Completion Certificate. Please see the Academic Honesty Policy information located in your Student Handbook.

RETURNED MATERIALS: Goals Papers will be returned to students in the classroom.

HOUSING: For those of you who will have to travel to Santa Maria and need housing, please consult the following web site for hotels, <http://www.santamaria.com/visit/index.html>

I typically stay at the Holiday Inn Express in Santa Maria, if you stay there, ask for the "Government Rate" and bring your government I.D.. <http://www.ichotelsgroup.com/h/d/hi/1/en/hotel/smxca?requestid=334958>

For Hotels in the Burlingame and Long Beach area is forthcoming.

CLASS SCHEDULE

Reading assignments will be found in the CFSTES Management 1A Student Supplement (2000) and in the IFSTA Fire & Emergency Services Company Officer (4th edition). While not specifically assigned, students should be familiar with the terms in the Glossary. Questions from the IFSTA Book Glossary in will be asked in those Quizzes & the Final Exam related to the reading assignments below.

Session	Topic	Time	Reading Assignment	Post Reading Quiz/Exam
UNIT # 1	Introduction			Quiz # 1
1-1	Orientation & Administration	1:00	CFSTES Unit # 1;	
5-1	Introduction to Management & Supervision	1:30	IFSTA Chapter # 1	
UNIT # 2	Supervision			Quiz # 2
2-1	Principles of Organizations & Organizational Structure	1:00	CFSTES Unit # 2; IFSTA Chapters # 3, 4, 6-8, 9 (pp 200-215) , 11, 13 (pp 295, 299-309), 14 (pp 324-327), 22 (pp 523-525), 26 (pp 603-621)	
2-2	Motivation	2:00		
2-3	Delegation	1:00		
2-4	Problem Solving/Decision Making	1:30		
2-5	Verbal Communication	2:00		
2-6	Written Communication	1:00		
2-7	Group Dynamics (Classroom)	2:00	NOTE: Chapter 13 pp 295, 299-309, Chapter 14 pp 324-327 & Chapter 26 pp 603-621 Lectures & Quizzes will be covered in Unit # 5. Chapter 22 pp 523-525 Lecture & Quiz will be covered in Unit # 3.	
2-8	Managing Conflict (Classroom)	1:00		
2-9	Performance Evaluations (Classroom)Activity 2.91 Scenarios ½ hour)	1:30		
2-10	Coaching, Counseling & Progressive Discipline (Classroom)	1:30		
2-11	Due Process	1:00		
2-12	Grievance Handling (Classroom)	1:00		
UNIT # 3	Management			Quiz # 3
5-3	Internal & External Influences	2:00	CFSTES Unit # 3;	
3-1	Elements of Management	2:00	IFSTA Chapters # 22-23 (pp 537-558), 27	
3-2	Managing Change	1:00		
5-4	Time Management	1:30		
UNIT # 4	Leadership			Quiz # 4
4-1	Basic Views of Leadership	1:00	CFSTES Unit # 4; IFSTA Chapter # 2	
4-2	Situational Leadership	1:00		
5-5	Leadership Qualities & Traits	1:00		
UNIT # 5	Human Relations			Quiz # 5
5-6	Managing The Workplace Environment (½ on-line, ½ classroom)	2:00	CFSTES Unit # 5; IFSTA Chapters # 5 (pp 97-114), 13, 14, 16, 26	
5-7	Affirmative Action, Equal Employment Opportunity, & ADA	1:30	NOTE: Chapter 5 pp 97-114 Lecture & Quiz will be covered in Unit # 7	
UNIT # 6	Safety & Wellness Programs			Quiz # 6
6-1	Safety Management	1:30	CFSTES Unit # 6; IFSTA Chapter # 10, 32	
6-2	Stress Management & Wellness	1:00		
6-3	NFPA 1500 Standard	1:00		
UNIT # 7	Laws, Standards, & Liability			Quiz # 7
6-4	Liability of The Company Officer	1:00	CFSTES Unit # 7; IFSTA Chapter # 5	
	Quizzes On-line	2:00		
	Course Review & Certification Exam Online	1:30		
FINAL EXAM	Comprehensive Final Exam. Must be taken by 11/19, 2008		All Reading Assignments Above. CFSTES Units # 1-7; IFSTA Chapters # 1-8, 9 (pp 200-215), 10-11, 13, 14, 16, 22, 23 (pp 537-558), 26, 27, 32	Final Exam
	Mandatory 8 hour classroom sessions: Long Beach Wednesday 11/16, Santa Maria Thursday 11/17, Santa Rosa Saturday 11/19. All sessions are from 8 am – 5pm.	8:00	See Details Above.	
Be Advised! Units 2, 3 and 5 have the most reading and will have the most questions in their associated quizzes				
THANKS – ENJOYED HAVING YOU IN THE CLASS!				



ABOUT THE PROFESSOR:

DAN COFFMAN

Chief Dan Coffman has worked in government for over three decades. He was drafted into the United States Army in 1971 during the Viet Nam Conflict, where he served in the infantry and medical corps for two years. Upon separation from the military, he worked a short stint as a courier for the federal government before entering the Fire Service.

He started his Fire Service career as a Firefighter at Miramar Naval Air Station (Fightertown USA) in San Diego on April 14, 1974. He spent 15 years as a Firefighter\Paramedic with the Los Angeles County Fire Department, in various assignments, including 7 years in the Air Operations\Special Operations Division, and served as the Chief of the Administrative Services Division and as the Public Information Officer for the Chino Valley Fire Department.

Appointed in 1984, he served for two decades in the Deukmejian, Wilson and Davis Administrations as a Member and Vice Chairman of California's State Board of Fire Services, and was the elected President of both the Los Angeles County and California State Firefighter's Associations.

In 1995, Chief Coffman was appointed Director of the Fire Technology Program, Chief of the Fire Academy and Faculty Member at Rio Hondo College in Los Angeles County. Promoted to the academic rank of Professor in 1999, he currently teaches full-time. In addition, he is an Adjunct Professor at California State University, Los Angeles where he teaches Fire Administration and Political Science, and is on Faculty at several other colleges. He teaches classes on campus, on television and on the Internet.

In addition to his duties as an educator, Chief Coffman currently serves as President of the California Fire Technology Directors Association, as a FEMA Region IX Representative on the "Fire & Emergency Services Higher Education Conference", serves the Schwarzenegger administration as a member of the California Statewide Training and Education Advisory Committee (STEAC), is on the Advisory Committees for the Fire Protection Administration; and Master of Science in Public Administration Programs at CSULA, and is active in numerous other organizations.

Chief Coffman is a published author and lecturer, was a State Licensed Paramedic for 25 years, is California Certified as a Chief Officer, Fire Officer, Firefighter, Fire Prevention Officer, Public Education Officer and Fire Instructor. Has an Associate of Science Degree in Fire Technology from San Diego Miramar College, a Bachelor of Science Degree in Fire Protection Administration, and a Master of Science Degree in Public Administration. Both advanced degrees were earned at California State University, Los Angeles.

As a fire service and labor leader, and community activist; he has been involved in government, civic and political affairs at the federal, state, and local level throughout most of his adult life. He has gained considerable experience in the affairs of fire service operations, management, government, the political process, public and community relations and in dealing with the press and media. As President of the "Fire Education Company", he is an educator and consultant to the public and private sectors on education and emergency services, speaks at seminars and other special events and provides emergency planning, safety and emergency medical training for business, governments and communities.

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